Brightwater State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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School overview

Brightwater State School is an Independent Public School on the Sunshine Coast. The school opened in January 2012 to provide for the strong growth in the Kawana and Mountain Creek communities. This exciting and innovative learning community caters for local students from Prep to Year 6 and we have experienced substantial growth in enrolments since our opening. Brightwater State School provides high quality 21st Century teaching and learning experiences within digitally rich learning environments. Our motto of: "A bright beginning to life long learning" is enacted each day as staff encourage and guide children to grow and learn to their potential. Whilst our curriculum delivery is contemporary our values are traditional and as a school of high standards our students are taught the importance of using manners, care, compassion and respect on a daily basis. With the implementation of the Australian Curriculum we have a strong teaching focus on the core subjects of English, Mathematics and Science and teaching staff commit to personalize learning for all of our students using assessment, feedback and planning to develop student capabilities. We are extremely proud of our school community and look forward to continually improving and striving for excellence in order to achieve happy learners with outstanding results.

School progress towards goals:

Every year we commit to the following:

1. High quality teaching focused on the achievement of <u>every</u> student.
2. Consistent curriculum planning, pedagogical practice, assessment and reporting in order to *personalise learning for students*.
3. Implementation of *21st Century pedagogy through S.T.E.M*
4. Instructional leadership with an unrelenting focus on school improvement, building staff capability and improved student outcomes.
5. High levels of student attendance and student engagement with a particular focus on **maintaining a safe, supportive and inclusive school culture**.
6. High levels of *community engagement* and confidence in the school.

2018 Curriculum Improvement Priorities:

1. Reading - a focus on the use of high yield teaching strategies. Promoting the enjoyment and importance of daily reading. Researching and implementing best practice strategies for engaging students in sustained, reading time.

2. Personalisation of Learning – Understanding our learners well and planning for teaching strategies that are responsive to student needs. Implementing curriculum that engages and challenges children in order to achieve to their potential. Students knowing themselves as a learner by setting goals for their learning and working their teachers on the feedback given. Designing and implementing Individual Curriculum Plans for students requiring significant learning support.

3. S.T.E.M - continuing to develop teacher skill and knowledge in best practice teaching of Science, Technology, Engineering and Maths.

4. Engaged Students – promoting strong attendance rates, positive relationships between students that result in a safe and supportive school culture. Implementing programs that teach and encourage students to take care of each other and include each other in daily activities.

2018 Improvement Targets	Outcomes/Achievements in 2018		
	Exceeded Target	Achieved Target	Yet to Achieve
Reading: 98% of students achieving at or above the NMS	✓		
50% of Yr 3 achieving in the U2B for reading	✓		
45% of Yr 5 achieving in the U2B for reading			✓
School mean scale score at or above the National mean in Reading		✓	✓
Writing: 98% of students achieving at or above the NMS		Yr 3	Yr 5
55% of Yr 3 achieving in U2B for writing		✓	
20% of Yr 5 achieving in the U2B for writing			✓
School mean scale score at or above the National mean in Writing		✓	
90% of students achieving 'C' or above in English		✓	
Numeracy: 98% of students achieving at or above NMS	✓		
50% of Yr 3 achieving in the U2B for number			✓
35% of Yr 5 achieving in the U2B for number	✓		
School mean scale score at or above the National mean in numeracy		✓	
90% of all students achieving 'C' or above in Mathematics	✓		
90% of students achieving 'C' or above in Science	✓		
Attendance: School attendance rate for all students is 95%			✓

School achievements of note in 2018

- Regional Showcase Award - State School of the Year
- State Finalist in the 2018 QCT Excellence in Teaching Awards - Kylie McKenna awarded
- Wonder of Science Regional Student Conference - First and Third Place Yr. 5, First Place Yr. 6
- Sunshine Coast Dance Eisteddfod - Highly
- Breakthru Dance Competition - Winner
- Get the Beat Dance Competition - Highly Commended
- Australian Pinnacle Dance Challenge - 1st Place x 2
- Sunshine Coast Eisteddfod - Concert Band Primary Section - 1st place
- Sunshine Coast Marathon Most Popular Concert Band $1000 prize
- Billy Moore Shield - Year 4 Champions 2018
- Established 'Brightwater Buddies'
- Established school Drum Corps

Future outlook 2019

Literacy – Building consistency of 'known' knowledge

- Continue to ensure the consistent delivery of agreed 'Brightwater Way' pedagogical practises in the teaching of reading and writing within the Australian Curriculum.
- Continue to refine literacy elements of summative assessments to align with the Australian Curriculum achievement standards.
- Continue to embed consistent student goal setting & feedback practises and a common feedback language across P-6 using links to literacy.
- Continue to use data to drive professional conversations, planning, teaching, learning and to monitor student outcomes in literacy.
- Make daily links between reading and writing when planning and delivering the Australian Curriculum.
- Consider opportunities to embed literacy across all learning areas.

Numeracy – Refining and Perfecting 'known' knowledge

- Continue to ensure the consistent delivery of agreed pedagogical practises in the teaching of mathematics within the Australian Curriculum.
- Embed common mental computations strategies and number fact strategies across P-6 using links to numeracy.
- Continue to embed the consistent student goal setting & feedback practises and common feedback language across P-6 using links to numeracy based on formative assessment data.
- Consider opportunities to embed literacy across all learning areas.

Inquiry Based Teaching & Learning – Developing 'new' knowledge

- Develop a school wide, balanced approach to Inquiry Based Learning where student voice is utilised to drive learning.
- Continue to refine consistent planning processes to allow for a flexible delivery of the Australian Curriculum via Inquiry Based Learning.
- Build a consistent 'language of learning' across the school through explicit teaching of the Brightwater Learner Attributes.
- Explore opportunities to create 'global minded' teachers and students by connecting with 'like-minded' national and international schools and organisations.
- Explore and maximise opportunities to embed and deliver the Australian Curriculum – Digital Technology content via Inquiry pedagogy.

Positive Behaviour for Learning

- Continue to consolidate explicit teaching for school-wide behaviour expectations.
- Continue to develop and consolidate explicit teaching of a suite of resources to support school-wide social and emotional growth programs.
- Embed responsive strategies for behaviour to support the context of a large school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	924	977	1055
Girls	476	494	539
Boys	448	483	516
Indigenous	10	15	23
Enrolment continuity (Feb. – Nov.)	97%	95%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The students of Brightwater State School display an excellent standard of behaviour and school participation. Student attendance is high and students present themselves in full school uniform every day.

The majority of school families identify as being employed in professional occupations such as finance, education, health, emergency services, construction and small business being the most commonly represented fields. There is a small but growing percentage of parents who are enrolled with Sunshine Coast University as an international student. Brightwater State School is located in a rapidly growing area of Mountain Creek and is surrounded by new housing development with the newly established Sunshine Coast University Hospital nearby. Many of our students therefore have recently experienced a move from another location, whether from within Queensland, other states or overseas. Approximately 15% of our students are from families where both parents were born overseas and 20% where one parent was born overseas. We have a small but rising percentage of English as a Second Language students requiring specialised support. Due to our Enrolment Management Plan that identifies an enrolment catchment area for the school, students live in relatively close proximity to the school.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our educational philosophy is founded upon a belief that we are all individuals who develop and learn in differing ways and at differing rates. Our aim is to provide students with a personalised curriculum presented in exciting and meaningful ways utilising a variety of real-life experiences, contemporary resources and technology to ensure they have the opportunity to achieve to their potential each and every day.

Brightwater State School staff use the Australian Curriculum to inform planning, teaching, assessment and reporting. This curriculum is committed to developing understanding and skills specific to these disciplines as well as developing capabilities in literacy, numeracy, ICT, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding. We have developed strong relationships with our community including the Sunshine Coast University and where possible we draw upon their expertise to support learning in a variety of ways.

Other key learning areas the students participate in are based on the Queensland curriculum, which develops essential learning and ways of working. These learning areas include The Arts, Technology, Health and Physical Education and Language other than English (LOTE) - Japanese.

Students in Prep – Yr. 6 are also provided specialist lessons in Physical Education, Performing Arts, Music and Visual Arts and these subjects are taught by specialist teachers. Our Yr. 5 & 6 students participate in weekly Japanese lessons.

All students participate in a rigorous school-based assessment and monitoring schedule throughout the year to ensure a child's academic progress is kept foremost in our minds and informs the teaching and learning process.

Specialised programs to support students with learning difficulties or extend students with gifts and talents are devised and implemented by experienced teachers ensuring that students are supported, challenged and achieving to their potential.

Our 'Apex Program' is provided to students consistently achieving above year level expectations and provides extension in the core subject areas of English, Maths and Science. The programs offered are delivered via learning modules that run for approximately 6 - 8 weeks in duration per subject. Modules are delivered via on-line learning, 1:1 specialist teacher and/or the engagement of external 'experts' coming into the school to support this specialised learning.

Progress reports for all students are communicated to parents and students throughout the year via two Parent/Teacher interviews and two written report cards.

Co-curricular Activities
- A variety of optional and extra-curricular activities and competitions are offered throughout the year. These can be defined as school provided and private tutor activities.

School Provided Activities:
- School camps for Yr. 4, 5 & 6
- School trip to Canberra for Yr. 6
- Dance Excellence subject (whole year program)
- Visual Arts
- Choir
- Dance Club – Jnr & Snr
- Yoga
- Chess
- Instrumental Music – Yr. 4-6
- School Band
- Drum Corps
- Student Council & Student Leaders
- Brightwater Buddies
- I-Team (ICT club)
- Guided games
- Interschool sports – Yr. 5, 6
- Swimming and Surf Skills
- Competitions – ICAS
- Sports coaching – athletics
- Kids in Action – environmental team

Private Tutor Activities:
- Kids on Keyboards
- Aus-kick
- Lego

How Information and Communication Technologies are used to Assist Learning

Brightwater State School is equipped with the latest in technology to motivate and engage students in 21st Century learning with interactive data projectors, laptops, iPads, digital cameras and robotics. The school is fully networked, and all classrooms have access to the Internet and E-mail. A film suite edit suite and computer lab are available for class lessons.

We have an eLearning Leading Teacher who supports teachers, students and parents with the integration of technology into daily learning. We have also established partnerships with other e-Learning focused schools to enhance and build staff capability through training and networking.

I Learn 1:1 Student Lap Top Program: This optional program has been established for students in Year 4 – 6. The BYOD program gives students the opportunity to purchase and bring their own laptop to school. The laptop is configured to school specifications and used to connect learning from school to home. Students are taught how to unlock the potential of this device for learning, manage workflow, transport the device and apply cyber-safety behaviours. The school provides parents with information sessions to provide detailed information about the program and ongoing support workshops so that they can feel confident in managing computer access at home. The program has been extremely successful and has continued to grow in participant numbers each year.

Social climate

Overview: Brightwater State School has four clear expectations for all students in order to be a *Brightwater S.T.A.R: Be Safe, Be Thoughtful, Be an Active Learner and Be Responsible.* These expectations form the basis for daily social conversations, consistent language amongst our community and behaviours that are recognised and celebrated throughout the term.

Our Student Support Team is responsible for enacting our strategic plan regarding student support and welfare. This team of specialised staff include our Head of Curriculum – Student Services, Learning Support Teacher, Guidance Officer and Inclusion Teachers. These people meet each week to discuss individual student needs and to plan modified programs in order to support students to access all areas of the curriculum and achieve to their potential. The team also plans response strategies for supporting student and family wellbeing needs. These strategies may include the engagement of external agencies. Brightwater State School uses the Positive Behaviour Support philosophy as the foundation of our Responsible Behaviour Plan for Students. Our Responsible Behaviour Plan for Students was developed in 2012 and it is reviewed and refined each year in response to analysis of behaviour incident records and School Opinion Survey results. Our focus in 2017 has been to ensure there is a consistent and whole school approach to the explicit teaching of expected behaviours including working with students to develop their skills in managing conflict, responding to bullying and building resilience. Our core support programs are the "You Can Do It" for Prep and "Bounce Back for Yr. 1-6. We also partnered with Life Education this year to deliver a short series of Human Relationship lessons with Yr. 5 & 6 students.

Our Student Council, made up of Yr 6 student leaders and class representatives from Yr 4 – 6, meets regularly to discuss ideas, suggestions and projects that they lead across the school in order to have a voice and make real contributions towards their school, local and global communities. These students relish the opportunity to take on added responsibilities and represent their fellow students in school decision making and improvement. Our school values the act of "Paying it Forward" and this task is a compulsory part of homework for all of our students each week. The Student Council also use this ethos of service to assist them with planning out their work throughout the year.

To ensure students across year levels and sectors adopt a caring attitude towards their peers each of our classes has a 'buddy' class. Throughout the year the buddy classes come together for a variety of activities that strengthen relationships across the school and provide students with a sense of unity and care for each other.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	96%	100%
• this is a good school (S2035)	97%	98%	100%
• their child likes being at this school* (S2001)	95%	94%	98%
• their child feels safe at this school* (S2002)	97%	96%	96%
• their child's learning needs are being met at this school* (S2003)	95%	94%	100%
• their child is making good progress at this school* (S2004)	91%	94%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	99%
• teachers at this school motivate their child to learn* (S2007)	97%	95%	99%
• teachers at this school treat students fairly* (S2008)	93%	96%	98%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97%	99%
• this school works with them to support their child's learning* (S2010)	95%	97%	100%
• this school takes parents' opinions seriously* (S2011)	93%	92%	97%
• student behaviour is well managed at this school* (S2012)	92%	92%	92%
• this school looks for ways to improve* (S2013)	97%	97%	100%
• this school is well maintained* (S2014)	100%	99%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	99%
• they like being at their school* (S2036)	96%	94%	95%
• they feel safe at their school* (S2037)	97%	96%	100%
• their teachers motivate them to learn* (S2038)	98%	95%	100%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	100%
• teachers treat students fairly at their school* (S2041)	91%	89%	92%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	95%
• their school takes students' opinions seriously* (S2043)	96%	94%	94%
• student behaviour is well managed at their school* (S2044)	93%	79%	88%
• their school looks for ways to improve* (S2045)	99%	97%	99%
• their school is well maintained* (S2046)	95%	98%	94%
• their school gives them opportunities to do interesting things* (S2047)	97%	97%	95%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	91%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	98%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	96%	97%	99%
• student behaviour is well managed at their school (S2074)	98%	92%	87%
• staff are well supported at their school (S2075)	96%	97%	89%
• their school takes staff opinions seriously (S2076)	91%	92%	87%
• their school looks for ways to improve (S2077)	100%	98%	97%
• their school is well maintained (S2078)	100%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	94%	98%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The importance of home and school working together as a team to achieve positive outcomes for children is widely supported across our school community. We encourage parents to participate in their child's education in whatever way they are able. The following outlines the opportunities we make available to our parent community.

- P&C Association
- School Council
- "Coffee with the Principal"
- School volunteers
- Parent workshops/training
- Parent working parties Fete, Safest team
- Parent/teacher emails
- Parent surveys
- School App

Parents of students requiring modified learning programs are encouraged and invited to participate in the collaborative planning and review meetings held for these students. Parents meet with class teachers and support staff to discuss the specialised needs of their child in order to successfully access the curriculum. Parents offer insight and contributions regarding strategies and learning goals for their child. These individual support plans are devised for students with learning disabilities, students requiring learning extension and students requiring intensive behaviour support. Student progress is then reported back to parents in both written and oral modes.

Respectful Relationships Education Programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Brightwater State School is committed to providing a safe, respectful and disciplined learning environment for students, staff and families, where students have opportunities to engage in quality learning experiences whilst developing a social conscience and values that will support their life-long wellbeing.
All members of our school community are expected to uphold the responsibilities defined in the DET Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.
The Brightwater State School Responsible Behaviour Plan is designed to enact and facilitate positive support for high standards of achievement and behaviour so that learning for all students can be most effective and students are able to engage in a positive way within our community.
Our school's behaviour expectations are framed within the School Wide Behaviour Expectations Matrix. The Matrix clearly communicates the expectations across a number of learning contexts and use by staff to teach students and communicate with families what these expectations look like on a daily basis across the campus. The explicit teaching of behaviour expectations is a deliberate proactive approach to ensure everyone is clear on how we interact and function as a healthy, supportive and caring learning community.

In 2018 our Brightwater Buddies program was launched. Students in Yr 5 & 6 volunteer to become part of the program and they are trained in order to be a 'buddy' to students of all ages during lunch and play times. They wear highly visible vests so that students can easily identify these students who can assist them to make friends, find friends and resolve playground conflict peacefully.

These expectations are communicated to students and community members via a number strategies including:
✓ Weekly focus behaviour lessons
✓ Class debrief circles to problem solve social conflict
✓ Highly visible playground staff jackets in order to students to easily access adult support when required
✓ Weekly assembly behaviour lessons and awards
✓ Focus learning groups – 'Friends program', 'Girls Shine', 'Rock and Water' for boys, Guided Games.
✓ Student mediation and restorative justice strategies
✓ Newsletter articles – Parenting Tips in order to support families to navigate the complexities of school and family life
✓ Parent workshops
✓ Student induction and refresh at the beginning of every term – Tour of Duty
✓ Parent induction during enrolment process
✓ Reports to P&C Assoc and School Council.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	24	35	17
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Brightwater State School is a Public Private Partnership (PPP) school. The facility was built to have a 4 green star rating. The management and maintenance of grounds and facilities is contracted to and implemented by Ventia. Data is sourced from Ventia usage returns and is reliant on the accuracy of these returns.

The school has also attempted to reduce its environmental impact through various teaching programs such as school wide recycling program and growing vegetable gardens on the school grounds. A student group has been established – "Kids in Action" who review, monitor and design school waste reduction strategies.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	233,210	273,088	277,281
Water (kL)	28,269	21,035	9283

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	69	30	<5
Full-time equivalents	62	22	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	1
Graduate Diploma etc.*	-
Bachelor degree	65
Diploma	3
Certificate	-

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 = $171 675

Annual Cost	Improvement Cycle Phase	Who	Impact for Students
$ 3 800 I4S	Term 4 Strategic 'Think Tank' • Full Day Release for 7 'Cohort Team Leaders' • Full Day Release for 2 Teacher Aides • Full Day Release 2 support teachers	• Executive Leadership Team • Cohort Team Leaders • Specialist Leaders • Teacher Aides	Clear and inclusive improvement agenda responsive to student needs.
$22 500 I4S	Data Analysis - Cohort & Specialist Team 'Data Health Check'. Establishment of differentiation tables informing student goal setting and identifying responsive pedagogical strategies • Teachers released ½ day twice/year + 2 x staff meetings/year	• Classroom Teachers • Support Teachers Specialist Teachers	Creating a personalised approach to teaching by 'putting faces on the data'.
$ 1000 Professional Development	Parent Learning Week • Provision of one 1.5 hr session by external provider once / year • Provision of 9 x 1.5 hr sessions provided by key staff Provision of 1 whole school 'Meet the Teacher Evening'	• Parent Community • Key Teachers • Master Teacher • HOCs	Parents actively engaged in supporting students.
$ 38 900 Master Teacher & I4S	Staff Coaching, Observation & Feedback Rounds • Pedagogy Master Class 'Key Teacher' release 6 times / year • Teams In Action – cohort team release twice / year • Whole School Coaching Rounds 4 times / year • Formal Observation and Feedback 4 times / year	• Classroom Teachers • Specialist Teachers Master Teacher • HOCs	Student outcomes increased through the delivery of research based, consistent pedagogical practise.
$ 40 000 Professional Development	Professional Development Week – 'Conference Style' provision of whole staff professional development over 4 days each term Term 1 – Settling new staff and consolidating the 'Brightwater Way' Term 2 – Gaining momentum in key priorities Term 3 – Continued focus on key priorities Term 4 – Consolidating and building excitement for the next year	• Classroom Teachers • Specialist Teachers • Teacher Aides • Master Teacher • HOCs • Executive Team	Student outcomes increased through highly trained staff delivering high yield strategies.
$ 65 475	Unit Planning • Cohort Curriculum Unpack – cohorts released ½ day once / term • Unit Preparation – Cohort Team Leaders released once / term • Curriculum Review – Cohort Team Leader release once / year	• Classroom Teachers • Specialist Teachers • Support Teachers • HOCs	Clear and consistent delivery of curriculum to students.
$171 675	Total Annual Investment		
$161.50	**Per Student Investment** (based on 1063 students)		

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	92%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

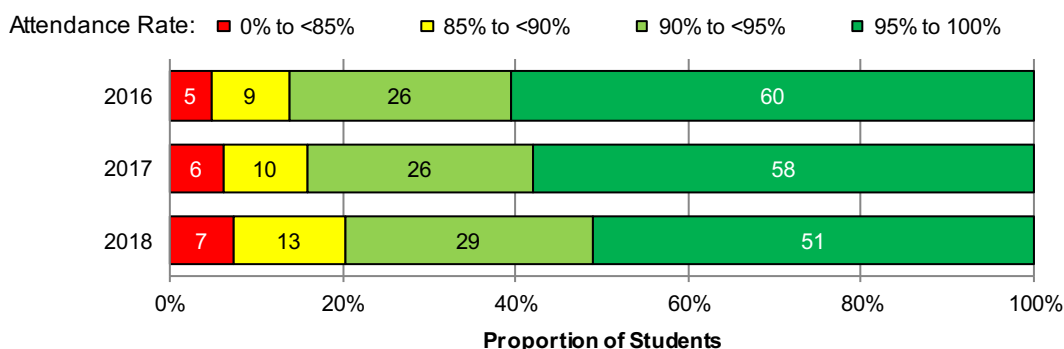Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	94%
Year 1	95%	95%	94%
Year 2	95%	94%	95%
Year 3	96%	95%	94%
Year 4	95%	95%	94%
Year 5	95%	94%	93%
Year 6	94%	94%	94%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	5	9	26	60
2017	6	10	26	58
2018	7	13	29	51

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Brightwater State School parents are asked to notify the school of their child's absence on or prior to the day of absence. This can be done via phone, email, using the school messaging service or by letter to the teacher. Class rolls are marked twice a day by teachers. Late arrivals and early departures are monitored and recorded in the OneSchool management system. Explained absences are recorded in the OneSchool management system daily and a text message is sent to families of students with unexplained absence requesting a suitable explanation. If a student displays ongoing absenteeism (more than 3 days) or patterns of late arrival without reasonable explanation, the parent is contacted by the Deputy Principal to discuss the situation. If there is no improvement a formal letter is sent to the parent reminding them of their responsibility to ensure their child is in school each day and to inform them that they can be prosecuted should they not assist in rectifying the situation.

Parents must make an application and seek approval from the Principal if their child is going to be absent from school for more than ten days.

Attendance records are monitored each term. Attendance rates are shared with the school community.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.